

AQUINAS COLLEGE

School of Education

Accelerated M.Ed. (AME) Information Packet 2022



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Application Deadline (Round 1): March 15, 2022

Application Deadline (Round 2): April 4, 2022

Aquinas College School of Education “AME” Program

Program Overview

In 2019, the Aquinas College School of Education was approved by the Michigan Department of Education (MDE) to run a three-year pilot of an innovative, cohort variation of our Master in Education (M.Ed.) program. This Accelerated M.Ed. (AME) program prepares participants for initial teacher certification at either the elementary or secondary level by applying a flexible, residency model. Cohort participants secure clinical placements to support their content-area preparation and complete courses that meet on Monday evenings, Saturday mornings, and online.

The AME program is ideally suited for paraprofessionals, individuals on temporary/emergency permits, or long-term substitute teachers. Accepted participants who are not able to fulfill all of their clinical field work may be required to extend their program to complete a semester of traditional student teaching. Each candidate is evaluated on a case-by-case basis in order to ensure that all professional preparation competencies have been met prior to being recommended for certification.

Candidate Application Requirements

Qualified applicants must meet all of the requirements listed below:

- BA/BS degree from an accredited college/university
- College GPA > 3.0
- At least 100 hours of prior experience working with students in the target age group
- Basic proficiency in mathematics and English/Reading as demonstrated by Accuplacer test scores
- Content area knowledge as demonstrated by passing MTTC subject-area test (Secondary candidates must receive passing scores prior to August 15.)
- Minimum of two letters of recommendation from individuals employed in PK-12 education
- Completed Aquinas College M.Ed. graduate program [online application](#)
- Submission of official transcripts from all colleges and universities attended
- 2-minute teaching demonstration video (any topic or audience)
- Full background check including fingerprinting and sex offender screening

Overarching Program Expectations

- Participants are expected to be employed or arrange a volunteer position in a school setting aligned with their target certification grade level and subject-area.
- Participants are expected to produce work at a “C” level of quality or higher. Please note, the AME program requires a large time commitment and focus as participants are essentially working full-time and taking graduate courses full-time.
- Participants are expected to attend all scheduled class sessions and clinical placements. Excessive absences will be grounds for program probation and possible dismissal from the program.
- Participants are expected to conduct themselves in alignment with the Michigan Professional Code of Ethics for Educators and will be evaluated regularly with regard to AQ-SOE Professional Disposition Expectations. Reported disposition concerns will be brought to the attention of participants for potential remediation. Ethics, confidentiality, and/or academic integrity infractions may be grounds for immediate dismissal from the program.

Cohort 2022 Timeline

February	Application Window Opens (Final Deadline = April 4)
March-April	Group Interviews
March 30	Early Acceptance Notification (Round 1)
April 15	Final Acceptance Notification (Round 2)
May 14	AME Orientation, Saturday morning
May 16-July 25	Summer Semester (Monday evenings)
Aug 22-Dec 16	Fall Semester (Monday evenings; Saturdays 2/month)
Jan 16-May 12	Spring Semester
May 22-July 31	Summer Semester

Course Meeting Format

Attendance at all class sessions is mandatory. The first sequence of classes begins May 16, 2022. The final sequence of classes will end by July 31, 2023. In addition to online, independent work, cohort class sessions are held on **Monday evenings** from **6-9 p.m.** and two **Saturdays** each month from **8 a.m. to Noon**. Fall break, Thanksgiving break, Christmas break, Easter break and Spring break will be observed in accordance with the Aquinas College campus academic calendar.

Participation in additional online courses and/or professional development workshops may be required to address gaps in an individual candidate’s knowledge and skills.

Required AME Cohort Courses

The courses listed below will be completed as a cohort on Monday evenings, two Saturday mornings a month, and online.

ELEMENTARY Candidates	SECONDARY Candidates	CREDITS
EN-501 Introduction to Education	EN-501 Introduction to Education	3
EN-566 Classroom Management	EN-566 Classroom Management	3
EN-202 Lesson/Unit Planning	EN-202 Lesson/Unit Planning	1
EN-599 Cohort 2022-23 Workshops	EN-599 Cohort 2022-23 Workshops	3
EN-520 Literacy: Foundations	EN-508 Secondary Curriculum & Methods	3
EN-561- Assessment - Elementary	EN-561 Assessment - Secondary	3
EN-579 Inclusion	EN-579 Inclusion	3
EN-541 Literacy: Assessment	EN-554 Content Area Literacy	3
EN-599 Math for Elementary Teachers	EN-553 Secondary Practicum	3
EN-543 Literacy for Diverse Learners	EN-543 Literacy for Diverse Learners	3
EN-595 Student Teaching - Elementary	EN-598 Student Teaching - Secondary	6

M.Ed. Graduate Degree

Candidates wishing to complete the **additional** coursework needed beyond the AME initial certification program plan must do so within five years from their cohort start date. A total of at least 36 graduate credits are required for the Master in Education (M.Ed.) degree.

- EN-510 Research Methods, Design & Analysis (3 credits)
- EN-511 Thesis: Data Collection (2 credits)
- EN-512 Thesis: Data Analysis (2 credits)
- EN-513 Thesis: Research Presentation (1 credit)
- EN-610 Reading Diagnostics and Remediation (3 credits)

NOTE: The EN-610 course is required of all novice teachers by the Michigan Department of Education, but can be taken at any Michigan college or university and is not required for the M.Ed. degree program.

Portfolio

All cohort participants will be required to assemble a digital portfolio that includes evidence that they have met all certification and competency requirements. This portfolio will be reviewed and evaluated by the School of Education prior to recommendation for certification.

Residency/Induction Support Team

The AME program is intentionally designed to prepare qualified initial certification candidates through cohort-based professional preparation coursework completed concurrently with reflective, clinical experience work that includes significant opportunities for observing, teaching and co-teaching. Essential to this is an attitude that is receptive to constructive feedback and mentor input with regard to instructional and professional practice.

In support of this, a Residency/Induction Support Team will be established for each AME participant. Each Residency/Induction Support Team will include the following individuals:

- The AME participant Candidate
- The building principal or assigned district administrator
- An assigned mentor teacher from the same building or district
- A teacher education field supervisor from Aquinas College

The focus of each Residency/Induction Support Team will be:

1. To offer support and share resources with the candidate
2. To conduct clinical field observations and evaluations
3. To provide formative feedback to the candidate

Each Residency/Induction Support Team should be established prior to the start of the program and must include a signed Memorandum of Understanding (MOU) outlining the AME candidate duties and responsibilities as well as the responsibilities of the school district hosting the candidate.

Members of the Residency/Induction Support Team should meet regularly throughout the semester. Meetings will involve the candidate and will focus on reviewing independent field observation evaluations and providing feedback and support. The building administrator and the Aquinas College field supervisor should each conduct a minimum of three observation evaluations during the student teaching phase. The mentor classroom teacher should log a minimum of 50 hours of contact time with the candidate (including both formal and informal meetings). The Residency/Induction Support Team will meet as a whole at least once every six weeks to review evaluation findings and to develop collaborative response and intervention plans considering input from all members of the team.

Upon completion of the clinical field placement, the Residency/Induction Support Team will prepare a summary report that either supports recommendation for initial teacher certification or proposes additional clinical field work which would allow the candidate the opportunity to address evaluation concerns.

Workshop and Professional Development Topics

Online webinars, readings, and weekend workshops will ensure that the following topics are addressed by participants in the AME program:

Educational Technology	Art and Music (Elementary)
Brain-based Learning and Research	Literature and Literacy across the Disciplines
ELs and ESL	Science and Social Studies (Elementary)
Socio-Emotional Learning	Virtual Instruction
Trauma Victims, Regional Support Systems	Curriculum and Instructional Strategies
Health, Wellness and Physical Activity	Data-informed Instructional Design
Family Communication and Relationships	Time Management and Work/Life Balance

Application Process

- Step 1: Complete the [online M.Ed. application form](#) on the AQ website, selecting “AME - Accelerated M.Ed. Program” as your program choice.
- Step 2: Submit a detailed cover letter expressing your career goals, outlining your past experiences working with children/youth, and identifying any existing or potential school sponsorships.
- Step 3: Request official transcripts for your completed bachelor’s degree as well as official transcripts from any other post-secondary institutions attended.
- Step 4: Have at least two professional references sent from individuals currently employed in K12 education. Send via email to SchoolofEd@aquinas.edu.
- Step 5: Record and share a 2-minute teaching demonstration video.
- Step 6: Take the appropriate MTTC subject-area test (secondary candidates only). Take the Accuplacer online skills test (elementary candidates only).
- Step 7: Participate in a group interview session. While on campus, sign and submit background check release forms.
- Step 8: Sign and submit a Memorandum of Understanding (MOU) acknowledging your responsibilities with regard to program expectations.

Fees and Tuition

Unless employed at a partner K12 school district, cohort participants will be billed full price at the current M.Ed. graduate student tuition rate (\$651/credit hour for 2022-23). Test fees, not reflected below include Accuplacer test fees of \$100 per test, and Michigan Teacher Test for Certification (MTTC) which are approximately \$129 per test. If auditing a course administration fees will apply.

	Credits	Full Tuition	GYO-Partner Discount (20%)
Summer 2022	7	\$4,417	\$3,534
Fall 2022	9	\$5,954	\$4,782
Spring 2023	9	\$5,954	\$4,782
Summer 2023	9	\$5,859	\$4,687
TOTAL	34	\$22,184	\$17,785
Thesis Coursework	8	\$5,560	\$4,488
		\$27,744	\$22,273

Participants who work for a Diocesan school and who meet qualification requirements will be eligible for the 50% Diocesan Employee Tuition Discount; tuition expenses = \$11,187 (Full M.Ed. program = \$14,067).

If you qualify, Military/VA benefits may be used toward tuition costs.

Recommendation for Certification

Once a participant has successfully completed all coursework and certification requirements, constructed an approved portfolio, received acceptable evaluation ratings from the Residency/Induction Support Team, successfully passed the appropriate MTTC subject area test(s), and completed all other certification requirements (e.g., Adult/Child First Aid and CPR, MOECS verification), the candidate will be eligible to be recommended for initial, standard teacher certification.

Professional Disposition Expectations

As a student in the Aquinas College School of Education, you are preparing for a professional career in the field of education. In keeping with this goal, the standards set by the Michigan State Department of Education, and the 4th domain of the Danielson Framework for Teaching, the School of Education has identified the following 10 professional dispositions as behaviors which all students will be expected to display and maintain both in class and in the field.

- 4A Engages in meaningful self-evaluation and reflection; Receptive to feedback** - You are a reflective practitioner. You don't shy away from constructive criticism, but instead seek out others' suggestions for professional growth and conduct regular self-assessments. You accept criticism calmly and integrate feedback. You accept responsibility for your successes and your mistakes.
- 4B Maintains accurate and organized records/work** - As a professional educator, you generate various data, are privy to a vast amount of cumulative, confidential and common information, and regularly receive requests for input and completion of forms, duties and other tasks. You keep information accurate, organized and secure so that it is ever safe and easily located and interpreted.
- 4C Uses mature and sensitive communication with all stakeholders (peers, supervisors, support professionals, students and parents)** - You use various methods of communication as a tool to seek out opportunities to build positive relationships with others. You listen to others with empathy and work to understand diverse perspectives. Your respect for others is reflected in the way you talk, write and listen. You are able to communicate clearly and effectively in a variety of formats and demonstrate appropriate interpersonal, listening and communication skills.
- 4D Maintains positive relationships, building community and collaborating effectively with stakeholders (peers, supervisors, support professionals, students and parents) consistently demonstrating sensitivity to diversity and displaying respect for others** - You seek out opportunities to build positive relationships with others. You treat everyone with respect. You seek creative solutions through consensus. Your actions and attitude make it clear to others that you respect and value every student, every person. You create an educational environment that values diversity and which addresses the unique needs of each individual.
- 4E Grows and develops professionally** - As an educator you recognize the importance of being a lifelong learner and practice this belief by developing, at a minimum, an annual personal professional development plan, seeking out and participating in professional development, as well as supporting and participating in the professional community of your own school, that of the district and the wider state and national educational arenas.

4F Shows Professionalism

4F-1 Maintains confidentiality and adheres to professional ethics - You are informed of and follow the Michigan Department of Education professional Code of Ethics for teachers. You do not talk about students or colleagues inappropriately. You maintain student confidentiality.

4F-2 Arrives on time and is well-prepared; manages time well - You are prompt and well-prepared for class/meetings. Assignments and project work is on time and complete. You contact faculty, supervising and cooperating teachers, etc. if you will be late or absent.

4F-3 Maintains a professional appearance - You come to your education courses and field placements appropriately dressed. Jeans and casual clothes are acceptable, but they should not be dirty, sloppy or physically revealing. You maintain good grooming and hygiene at all times.

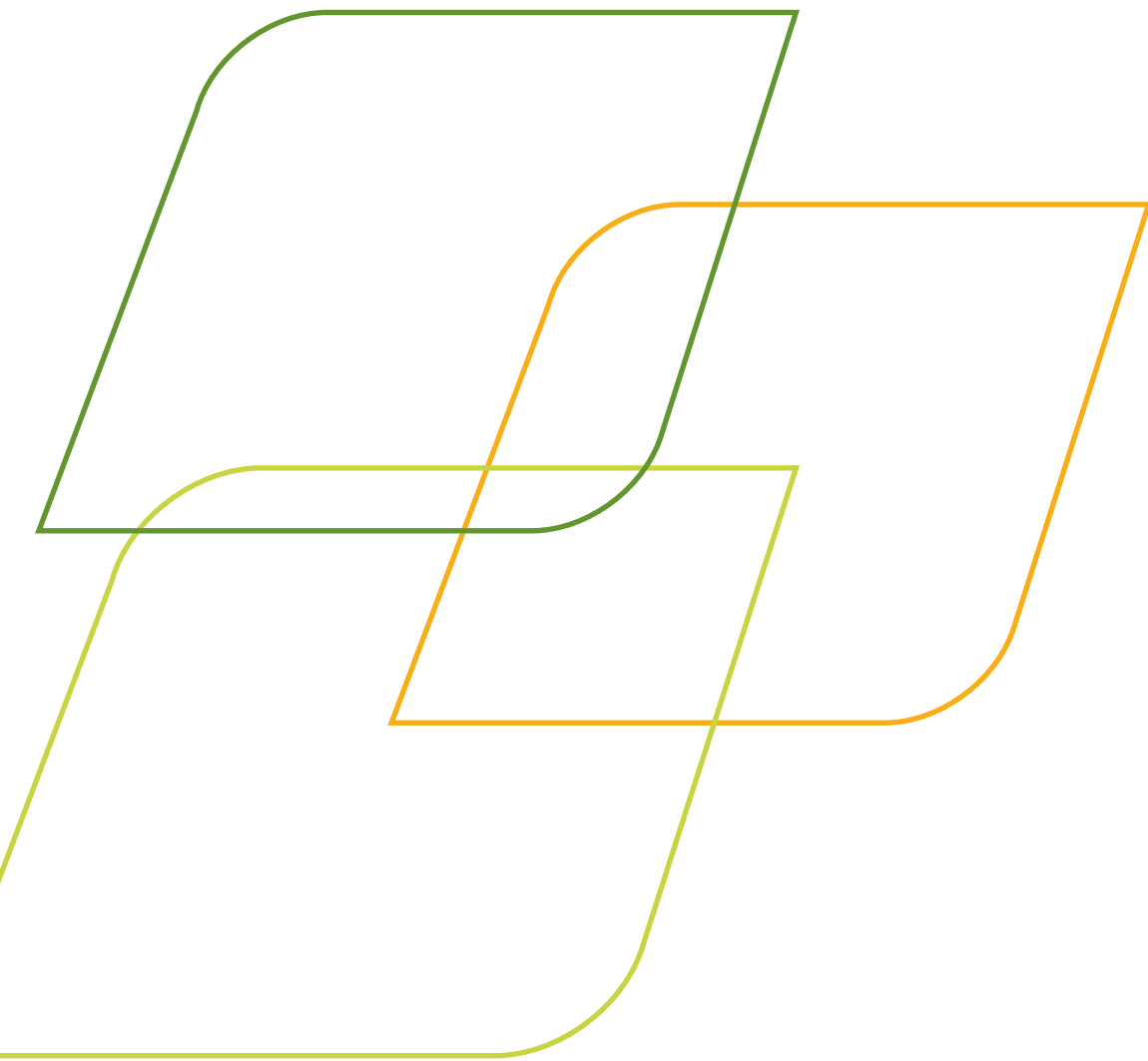
4F-4 Exhibits a positive and professional attitude; maintains poise, especially in emotional and stressful settings - Your behavior, attitude and comments should reflect a positive, constructive approach. You participate fully in discussions and class activities. You demonstrate resourcefulness, initiative and independence. When faced with difficult situations, you maintain your professional poise. Your reactions are thoughtful and cautious, not impulsive. You seek positive, appropriate outlets for your emotions.

4F-5 Displays confidence and enthusiasm - Even if you are nervous, your language—spoken or unspoken—conveys an attitude of enthusiasm and eagerness to learn. You come to class or your field placement eager to engage and contribute.

High School Program Support

Aquinas College also supports Grow Your Own (GYO) programming at the high school level. Students who participate in teacher cadet or teacher academy programs through their school districts may qualify to enter the AQ teacher certification program on a fast-track. A minimum of 30 hours of classroom or clinical experience is required. Contact the School of Education for more information.





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